

California's Integrated Core Practice Model for Children, Youth and Families

Primer Series 4—Monitoring
and Adapting

The California Integrated Core Practice Model for Children, Youth, And Families



Introduction and Background...

- This is a ***primer*** in best practices for monitoring and adapting plans, as a common element of behavioral health and child welfare practice.
- Today's focus is **not about compliance** with rules or mandates associated with care delivery.
- Rather, it is focused on **professional behaviors, practice values and practice principles** which lead to high quality outcomes for foster youth.



Goals for Today:

- Identify and discuss how the State's ***Integrated Core Practice Model*** guides the processes of Monitoring and Adapting services
- Understand the link between continuous assessment and monitoring and adapting the service plan based on learning what works and what doesn't when the plan is implemented and how that leads to a better understanding of unmet needs and better care-coordination
- Understand how review of the CANS scores informs and influences the Monitoring and Adapting process

Elements of the Integrated Core Practice Model

- Engagement
- Assessment
- Service Planning and Delivery
- *Monitoring and Adapting*
- Transitioning

This framework is built on adoption of System of Care and wraparound values and principles that guided the Katie A. Settlement Agreement, as well as other research based theory and practice.

A little Review:

Engagement and Assessment

*...leads to initial Service
Planning and
Implementation*

*...leads to Monitoring
and Adapting*

- Access to accurate information requires access to the whole story – available only when **respect, empathy and trust** are established with the family and others.
- Assessment begins with the very first contact, during initial engagement, while **hearing the story** and gathering details **from the perspective** of the informant(s).
- Assessment continues as the professionals get to know the individuals and their story better, fill in gaps, and continue to refine the hypothesis about **why** things have occurred the way that they have (i.e., the meaning and function of behavior) so that service strategies are coordinated and successful.



Monitoring and Adapting

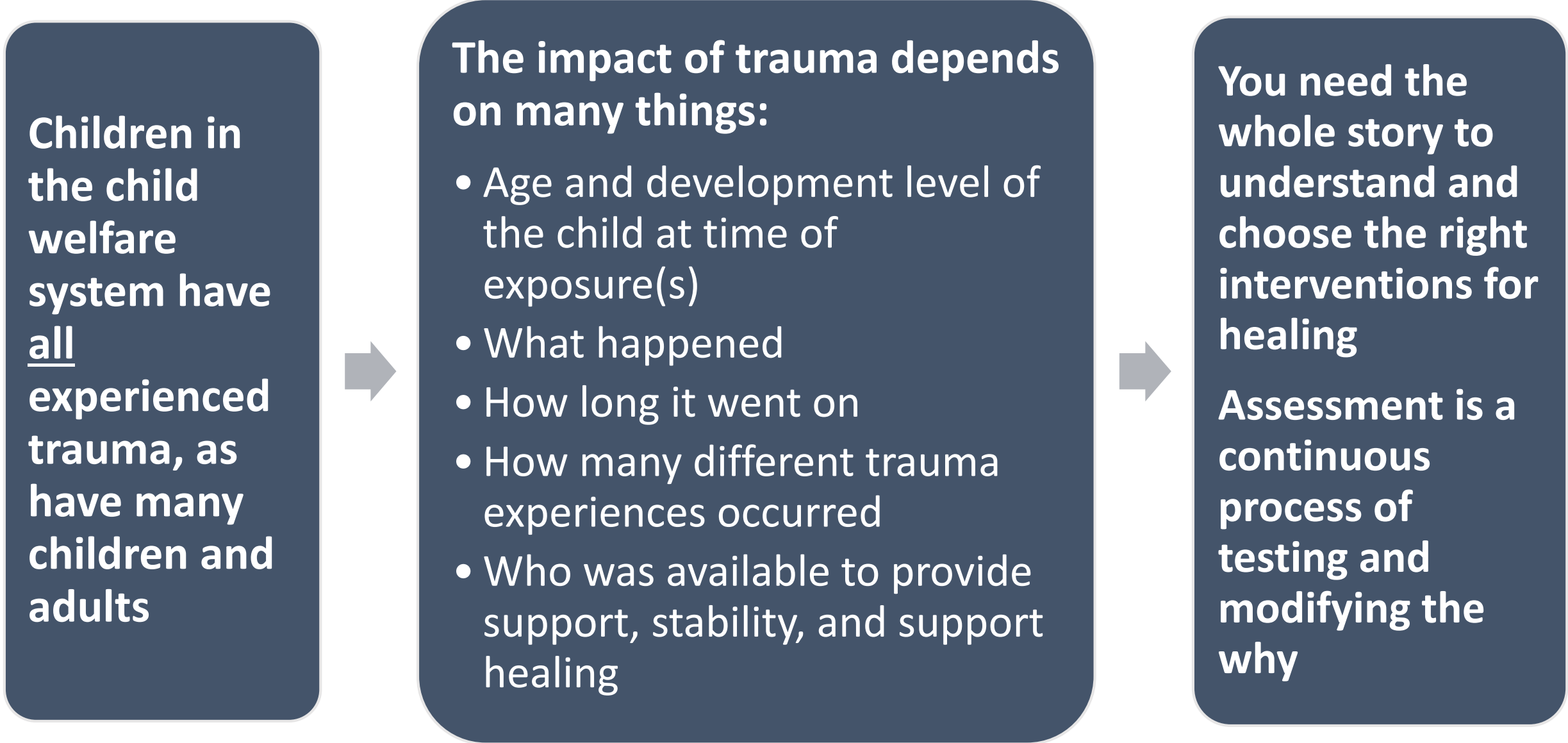
- Engagement continues as trust builds and children, youth, and family members feel consistently heard in the planning and review process.
- If plans don't work well, the plan wasn't right...
 - Maybe it didn't address the underlying need because part of the story is missing
 - Maybe it didn't reflect or build on existing strengths or preferences
 - Maybe it missed a barrier to success
 - Maybe it was off because someone on the team wasn't really on board with their part of the plan but didn't feel okay to say so
- A CFT is required to monitor and adapt the plan

How does CANS help monitor and adapt the CFT plan?

- ***Review CANS scores as you review the plan***
 - *CANS scores reflect the WHAT of the past 30 days; has that changed?*
 - *If the item rating is higher or lower, update the plan*
 - *When the score doesn't change, consider the strategies in the plan – are they working or not?*
- ***If a plan strategy isn't working, reconsider the hypothesis about the WHY (i.e., underlying needs)***
 - *What's the trauma history of the child and within the family?*
 - *What is the function of the behavior?*

Trauma exposure and development

Children in the child welfare system have all experienced trauma, as have many children and adults



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graph LR; A[Children in the child welfare system have all experienced trauma, as have many children and adults] --> B[The impact of trauma depends on many things: <br/>• Age and development level of the child at time of exposure(s) <br/>• What happened <br/>• How long it went on <br/>• How many different trauma experiences occurred <br/>• Who was available to provide support, stability, and support healing]; B --> C[You need the whole story to understand and choose the right interventions for healing <br/>Assessment is a continuous process of testing and modifying the why];
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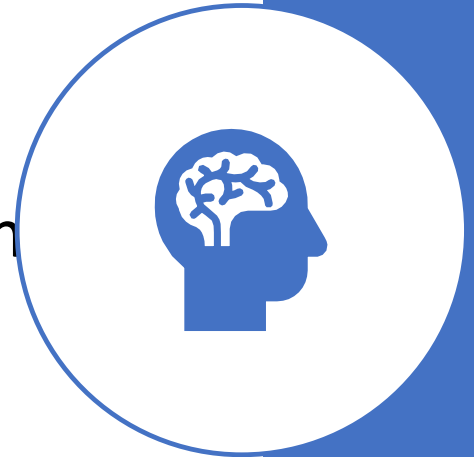
- Age and development level of the child at time of exposure(s)
- What happened
- How long it went on
- How many different trauma experiences occurred
- Who was available to provide support, stability, and support healing

You need the whole story to understand and choose the right interventions for healing

Assessment is a continuous process of testing and modifying the why

Facts about the brain and trauma

- Brain development in infancy and early childhood lay the foundation for all future development
- Trauma in infancy and early childhood can cause cognitive delays, disrupt attachment, and impair emotional regulation and unless addressed, can last a lifetime
- Brain development continues in childhood but more slowly, allowing children to master more complex skills including impulse control, managing emotion and sustaining attention



Facts about the brain and trauma, contd.

- Adolescence is another period of pruning unused pathways and accelerated brain development
- These developments make the brain more efficient, especially the part that supports attention, concentration, reasoning, and advanced thinking
- Trauma in adolescence disrupts these normal developmental tasks as well as developing communication with other parts of the brain and can lead to increased risk-taking, impulsivity, substance use or delinquent activity



Function of Behavior and Underlying Need

- All behavior communicates meaning and is related directly to core developmental needs
- Continuing to fill in gaps in the child and family's life story builds greater understanding of the why or function of behavior
- Behavior that occurred as a survival behavior in one stage of development can become non-functional at later stages in life
- Behavior can change if the developmental need is met in another way

5 Functions of Behavior	Hypotheses for Core Developmental Needs	Intervention Strategy
Connection and Belonging	Trust	<ul style="list-style-type: none"> • Listening • Validation • Reflection
Control and Predictability	Physical Safety	<ul style="list-style-type: none"> • Choice giving • Negotiation • Problem-Solving
Avoid	Emotional safety	<ul style="list-style-type: none"> • Give space • Set supportive limits
Obtain	Autonomy	<ul style="list-style-type: none"> • Do not abandon or coerce • Provide access upon reasonable expectation
Sensory	Mind/Body Connection	<ul style="list-style-type: none"> • Kinesthetic replacement skills

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Monitoring and adapting the plan: opportunity to learn and refine strategies

- NO BLAME, NO SHAME – for anyone on the team; just move forward and try again with new information to revise the plan
- Adapting the plan based on what was learned is a good thing
 - It helps the team know that it's okay to try and learn and try again – it isn't failure!
 - Even plans that aren't completely successful often have parts that worked or helped
- Monitoring and adapting based on the success of intervention strategies provides better understanding for improved customization of the plan as well as coordination of activities and responsibility in the plan.



Don't forget to CELEBRATE!!!!!!!

- When things are going better, notice and celebrate!
- When small things are achieved, celebrate!
- When things fail, celebrate the attempt and intent!
- When strengths are discovered, celebrate!
- When a team member makes a difference to someone else, celebrate!

Recognition and celebration feed
confidence, hope and energy



Key ideas...



- Assessment is a continuous process requiring empathy, respect, engagement and trust
- Get the FULL story; recognize trauma experiences for all members of the family
- Care-coordination is a professional responsibility; if the plan isn't working, change the plan.
- *Be knowledgeable about what trauma does to the brain and how it can impact child development milestones and behavior*
- Identify the function of behavior to sharpen the focus of plan strategies:
 - replace survival behaviors with alternatives that meet underlying needs
 - develop useful knowledge and coping skills
 - build on strengths, interests and preferences